
CHRISTMAS

Games and traditions

Type of modul	Using the Internet
Level	A1+
Target group	12–15-year-old learners
Written by	Csibi Erzsébet, Hunya Márta

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Internet
DESCRIPTION OF MODULE	In this module Ls can learn about Christmas traditions in Hungary and in other countries/cultures. They will play vocabulary games, make interviews with friends and family members, write compositions and poems, and create and send each other Christmas cards.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop students' skills through different activities; ■ to encourage co-operative learning and positive feedback-giving; ■ to incorporate new knowledge into existing knowledge; ■ to build on and develop learners' creativity and art skills; ■ to encourage learners for responsible self-evaluation; ■ to encourage learners to use English as the sole means of communication.
TIMEFRAME	5 x 45 min lessons
TARGET GROUP	12-15-year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ work in pairs and groups ■ ask questions and make short comments ■ talk about Christmas traditions in Hungary ■ write short compositions ■ use the Internet for searching for information ■ use the Word processor ■ use a simple image editor program
LINKS OF THE MODULE	
Cross-curricular links	<p>Arts Literature Social studies Hungarian language and communication</p>

Links with other modules -

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- taking part in an interaction
- making an interview
- describing traditions
- writing a short message
- exchanging information

General educational skills

- developing co-operative skills;
- developing and building on learners' creativity
- evaluating self and peer performance

EVALUATION

learners evaluate their own progress using a self-evaluation form;
teacher initiates a conversation about Ls' achievement (in mother tongue if necessary);
during determined stages groups evaluate their own and each other's work based on previously agreed criteria;

SUGGESTIONS

Teacher's role during the lessons is that of an organizer and facilitator. She monitors group-work and provides help when needed. She prepares task sheets and provides learners with materials and stationery needed. Differentiation can be achieved by forming groups carefully and giving them an opportunity to use language at different levels. Teacher can also vary the load of vocabulary according to the learners' needs. If you need, consult your colleague responsible for IT in your school. You might also need to check if the IT room is available at the time of your lessons before you start the module with the class.

BACK UP SYSTEMS

Suggested literature and other materials:

- Dudeny, G. (2000) *The Internet and the Language Classroom*. CUP: Cambridge.
Poór Z. (2001) *Nyelvpedagógiai technológia*. Nemzeti Tankönyvkiadó: Budapest
Teeler, D. Gray, P. (2000) *How to Use the Internet in ELT*. Pearson Education Ltd: Harlow.
Windeatt, S. – Hardisty, D. – Eastment, D. (2000) *The Internet*. OUP: Oxford
Sandy Brownjohn (2004) *Does It Have to Rhyme* Hodder&Stoughton

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Guessing skills</p> <p>Carrying out self-evaluation</p> <p>Cooperating effectively in pair and group work</p> <p>Pronouncing new words accurately</p> <p>Giving and listening for information</p> <p>Information exchange: requesting and giving information</p> <p>Requesting information, making an interview</p>	<p>Crossword puzzle</p> <p>My resolutions</p> <p>Running dictation</p> <p>Homework – interview with friends and family members</p>	<p>Christmas vocabulary <i>e.g. gift, light, decoration, candle...</i></p> <p><i>Making promises</i></p> <p><i>I will...</i></p> <p><i>By the end of the module I will...</i></p> <p><i>Asking questions</i></p> <p><i>How much did people spend in December 2005 in Hungary?</i></p> <p><i>When and where stood the first Christmas tree?</i></p> <p><i>When do you start preparing for the holiday?</i></p> <p><i>How may days does Christmas take?</i></p>	<p>1.1 Christmas crossword (for each L) / 1.1 Interactive Christmas crossword, 1.2 My resolutions (for each L), 1.3 Running dictation information (cut up in pieces), 1.4 Running dictation questionnaire (one for each group); blutack; (computer and projector for the variation of Stage 1)</p>
2	<p>Guessing skills</p> <p>Identifying written forms of learnt vocabulary</p> <p>Bringing the culture of origin and the foreign language culture into relation with each other</p> <p>Creating a short composition</p> <p>Commenting on other's ideas</p> <p>Understanding and following instructions</p> <p>Art skills</p> <p>Using Word processor</p>	<p>Wordsearch</p> <p>Common words – a typical Hungarian Christmas</p> <p>Composition writing</p> <p>Reading and commenting on the compositions</p> <p>Homework – illustrating the compositions</p>	<p>Christmas vocabulary <i>e.g. reindeer, message, priest, choir, etc.</i></p> <p><i>Making comments</i></p> <p><i>I think...</i></p> <p><i>In my opinion...</i></p>	<p>2.1 Christmas word search (for each L), blank paper slips, Ls' homework, notebooks, blutack, blank sheets of paper if necessary for the homework: Internet, email, printer</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Revising and consolidating language Searching for information Planning and managing a group task Selecting and sorting out relevant information Skimming and scanning Searching the Internet for information Arranging concepts and ideas Categorizing Creating visual interpretations of ideas	Checking homework Christmas around the world – collecting information Mindmap	Asking questions <i>Do you think we should...?</i> <i>What other ideas do we have?</i> Making comments <i>I think...</i> <i>In my opinion...</i> <i>I find your composition...</i> Countries <i>e.g. Germany, France,</i> <i>Finland...</i> Vocabulary on traditions <i>e.g. giving presents, special</i> <i>celebration...</i>	Printed compositions (homework), blutack, coloured pencils, computers, 3.2 Christmas around the world (one for each group)
4	Identifying written forms of familiar vocabulary Using the Internet and Word processor Art skills Constructing a poem Understanding and commenting on poems	Hangman Writing an acrostic poem Sharing the poem	Christmas vocabulary <i>e.g. stocking, workshop, candy</i> <i>cane...</i> Rhymes and poetic forms	Computers with Internet connection, PowerPoint, Word processor, email program (e.g. Outlook), 4.2 Christmas poem PowerPoint presentation
5	Creating an e-card Searching on the Internet Using image editors, Word processor and email Selecting a card Writing a short message Giving feedback Carrying out self-evaluation	Creating a Christmas card Self-evaluation	Short messages <i>e.g. I you a merry Christmas!</i> Present Perfect	Computers with Internet connection, Word processor, email program (e.g. Outlook), Paint (or other image editor program), 1.2 My resolutions

PROCEDURE

LESSON 1: CHRISTMAS GAMES

Aims of the lesson:

- To get into “the holiday mood”
- To learn Christmas vocabulary
- To raise cultural awareness
- To prepare self-evaluation
- To raise awareness of the importance of self-evaluation
- To develop reading, writing, speaking and listening skills

Materials and resources: 1.1 Christmas crossword (for each L) / 1.1 Interactive Christmas crossword, 1.2 My resolutions (one sheet for each L), 1.3 Running dictation information (cut up in pieces), 1.4 Running dictation questionnaire (one for each group); blutack; (computer and projector for the variation of Stage 1)

STAGE 1	Christmas crossword – Crossword puzzle – Warm-up
TIME	5 min
SKILLS AND COMPETENCIES IN FOCUS	Guessing skills Vocabulary
ORGANISATION	Frontal - individual
AIDS AND MATERIALS	1.1 Christmas crossword

TEACHER'S ACTIVITIES

1. Hand out 1.1 Christmas crossword to each L and tell them to solve it as quickly as they can. The aim of the game is to put together the word ‘CHRISTMAS’ from the letters of the highlighted spaces. If you feel you have better or more interesting pictures to show your class, feel free to use them in the crossword puzzle. You might want to put them on the board so that everyone can see them.

LEARNERS' ACTIVITIES

1. Ls solve the puzzle. The pictures in the puzzle indicate a simple word. In the puzzle there are highlighted letters from which the word ‘CHRISTMAS’ can be put together.

TEACHER'S ACTIVITIES

2. When they are ready, check all the answers.

Solution:

1. santaClaus
2. cHimney
3. pResent
4. fIreplace
5. Sing
6. Tree
7. snowMan
8. Angel
9. Shoes

The final word: CHRISTMAS

3. At this stage you may want to tell Ls that you are going to learn about Christmas and its traditions in the module. Briefly describe the module and what you are planning to do.

LEARNERS' ACTIVITIES

2. Ls check the answers with the class.

VARIATION

AIDS AND MATERIALS

1.1 Interactive Christmas crossword

DESCRIPTION

If there is a computer and projector in the classroom, you may want to do the interactive version of the crossword puzzle (1.1 Interactive Christmas crossword). Tell the Ls to say a number from 1-9. If, for example, Ls say the number 5, you show them the appropriate picture by clicking on number 5 in the crossword. The first L who finds out the word can come to the keyboard and type the word in. Then they choose the next number and show the picture. The L who finds out the word comes to the computer to type in the word, etc. this goes on until all the words are written in and they can see the letters in the first "DOWN" row and put the word together.

STAGE 2 My resolutions – Evaluation preparation**TIME** 15 min**SKILLS AND COMPETENCIES
IN FOCUS** Carrying out self-evaluation**ORGANISATION, WORK FORM** Individual**AIDS AND MATERIALS** 1.2 My resolutions and 1.3 Running dictation information, Blu-Tack**TEACHER'S ACTIVITIES**

1. Give out 1.2 My resolutions to each L and explain what the purpose of this activity is. You may want to tell them that this sheet shows what the Ls want or promise to achieve by the end of the module.

If you feel it is necessary, at this stage use your mother tongue to explain the purpose of the 'resolutions' sheet. By making resolutions Ls will be able to see at the end of the module what progress they made in the module.

2. While they are filling in the forms, you have time to put up the 1.3 Running dictation information sheets on the walls of the classroom with blutack. Put them in places where they are easy to read (there might be more the 2-3 Ls looking at them at the same time, so there must be enough space around them) and placed low enough for the Ls, so they can see them well.

3. When Ls are ready, you might ask them if there is anyone who wants to share their 'resolutions' and discuss them with the whole class.

When they are finished, either put the sheets on a board in the classroom (provided Ls agree with it), collect them and put them away in a folder (if you are afraid they might lose them by the end of the module) or tell them to put them in their own folders and keep them till the end of the module to further use.

LEARNERS' ACTIVITIES

1. Ls go through the questions and answer the questions by ticking the right boxes to set what they want to achieve by the end of the module.

3. Ls share their resolutions voluntarily with the rest of the class.

STAGE 3 What is Christmas all about? – Running dictation – Learning vocabulary, finding out information

TIME 20 min

**SKILLS AND COMPETENCIES
IN FOCUS** Cooperating effectively in pair and group work
Pronouncing new words accurately
Giving and listening for information
Information exchange: requesting and giving information

ORGANISATION Pairwork

AIDS AND MATERIALS 1.3 Running dictation information and 1.4 Running dictation questionnaire (a small bell to give signals)

TEACHER'S ACTIVITIES

1. Tell Ls to choose a partner. You may want to help them get into pairs by assigning them numbers (e.g. 1-10 for the half of the group and 1-10 for the other half, and each L finds another one with the same number). Hand out a 1.4 Running dictation questionnaire to each pair. Tell them to decide who will be the administrator and who is going to run around the classroom to look for answers.
2. When they have decided, explain the rules of the game, let them look through the questions, have them ask questions about vocabulary from you and when they are ready, give a signal (e.g. ring a bell) for them to start.
The rules: One L is an administrator, the other one is the information-giver. When the signal for start is given, the information-giver starts running around the room, looking for the answers. The administrator stays at his place and waits for the other to give the right answer. When he gets it from his partner, he writes it on the sheet. When they have all the answers or the signal to finish is given, they stop the activity.

LEARNERS' ACTIVITIES

1. Ls get into pairs and decide on the roles (administrator and information-giver)
2. The pairs look through the questions and when the T gives a signal the information-givers start running around the room, looking for the answers on 1.3 Running dictation information sheets. The administrators stay put and wait for their partner to give them the right answer. When they get it from them, they write the answer on the sheet. When they have all the answers or the signal to finish is given, they stop the activity.

TEACHER'S ACTIVITIES

3. Wait until at least one pair have all (or most of) the answers and give a signal again to stop. Ask the questions one by one and tell the administrators to give their answers after each question. You might want to give a small prize for the pairs who have the most right answers. Discuss the new vocabulary with Ls.

Solution:

Question	Number	Answer
1. How much money did people spend in December 2005 in Hungary?	3	850 billion Forints *(billion=milliárd!)
2. When and where stood the first Christmas tree?	5	In 1834, in Windsor Castle
3. When and who decorated the Christmas tree with candles/lights the first time?	8	16 th century, Martin Luther
4. How many text messages did people send to each other at Christmas in 2005 in Hungary?	1	28 million
5. Who wrote the song "Silent Night"? When and where did he live?	10	Joseph Mohr, 1818, Austria
6. When and for whom were the first Christmas cards printed?	4	In 1843, for Sir Henry Cole
7. Which language does the word Xmas come from?	9	Greek
8. How many times more MMS messages did people send during the holiday season in Hungary?	2	Four times more
9. Who is not Santa's reindeer: Prancer, Vixen, Klaxon, Blitzen?	7	Klaxon
10. Who brings Christmas presents in Spain and in Russia?	6	The Three Kings, Babouschka

LEARNERS' ACTIVITIES

3. Ls look through their notes and ask questions about vocabulary.

STAGE 5	Setting homework
TIME	5 min
SKILLS AND COMPETENCIES IN FOCUS	Requesting information Making an interview
ORGANISATION	Individual
AIDS AND MATERIALS	

TEACHER'S ACTIVITIES

1. Tell Ls to collect information about Christmas traditions in their families. Give them some questions to give ideas how to do the interview.

LEARNERS' ACTIVITIES

1. Ls interview their parents, grandparents, relatives about how they usually celebrate Christmas and they also add their own Christmas experiences and memories and family traditions. They take notes, look up new vocabulary in the dictionary and make a list of Christmas vocabulary (at least 10-15 words/expressions) for themselves

If you feel necessary, make Ls write down some possible interview questions: When do you start preparing for the holiday? / Mikor kezd el készülni az ünnepre? How many days does Christmas take? / Hány napig ünneplik a karácsonyt? When do you decorate the Christmas tree? / Mikor díszítik fel a karácsonyfát? Who brings presents according to the legend? / Ki hozza az ajándékokat a legenda szerint? How do you start celebrating Christmas? / Hogyan kezdik el ünnepelni a karácsonyt? What do you eat on Christmas Eve? / Mit esznek Szenteste? What do you do on Christmas Day? / Mit csinálnak karácsony napján? etc. If they find words that cannot be translated into English (eg. *Szaloncukor*), group them with the English words and try to write a description for them (eg. *Special candy wrapped in shiny wrapping paper, hung on the Christmas tree*).

LESSON 2: A TYPICAL HUNGARIAN CHRISTMAS

Aims of the lesson:

- To learn and revise Christmas vocabulary
- To raise cultural awareness
- To develop reading, writing, speaking and listening skills
- To develop negotiation skills

Materials and resources: 2.1 Christmas wordsearch (for each L), blank paper slips, Ls' homework, notebooks, blutack, blank sheets of paper if necessary for the homework: Internet, email, printer

STAGE 1	Wordsearch – Game – Warm-up
TIME	5 min
SKILLS AND COMPETENCIES IN FOCUS	Guessing skills Identifying written forms of familiar vocabulary
ORGANISATION, WORK FORM	Individual
AIDS AND MATERIALS	2.1 Christmas wordsearch

TEACHER'S ACTIVITIES

1. Give out 2.1 Christmas wordsearch and tell the Ls there are words in it that they became familiar with during the previous lesson. Tell them that they can find in 4 directions: horizontal – from left to right and right to left, vertical – from up and down and down and up. Set the time for the activity – 3-4 minutes will be enough. (It is not a problem if they haven't found all the words.) If you feel it necessary, give them the Hungarian meanings of the words (*részarvas, kórus, karácsonyi képeslap, üzenet, karácsonyfa, gyertya, angyal, dísz, három királyok, díszít, fény, ünnep, orgona, pap, ajándék*)

LEARNERS' ACTIVITIES

1. Ls do the wordsearch on 2.1 Christmas wordsearch individually.
The words can be found in 4 directions: horizontal – from left to right and right to left, vertical – from up and down and down and up.

TEACHER'S ACTIVITIES

2. When time is up, check the answers with the whole class and give the meaning of the words if necessary.)

The L with the most collected word is the winner (you might want to give them a small prize - eg. a nice Christmas card)

Solution:

reindeer, candle, decorate, holiday, Christmas tree, Christmas card, gift, message, light, ornament, three kings, priest, organ, choir, angel

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T	H	R	E	E	K	I	N	G	S			

LEARNERS' ACTIVITIES

2. Ls check the answers with the teacher and ask questions to check the meaning of the words if necessary.

VARIATION

AIDS AND MATERIALS See above

DESCRIPTION If Ls are slower or you want to help them write the words to be found on the board before they start the activity.

STAGE 2 Common words – Collecting vocabulary to describe a ‘typical’ Hungarian Christmas – Preparation

TIME 10 min

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Discussion

ORGANISATION Group work, Whole class (not frontal)

AIDS AND MATERIALS Blank paper slips

TEACHER’S ACTIVITIES

1. Tell Ls to form groups of 3-5. For this choose 3-5 words from the wordsearch and give them out to Ls (orally). Those with the same words will be in one group.
Hand out the paper slips to the groups and explain the activity.
Encourage Ls to write various vocabulary and expressions, not only nouns, eg. *Cook fish soup*.
2. Tell Ls to look at the slips the group members have written and compare them.
3. When they are finished with choosing the words, tell groups to compare their common words/expressions.
4. Tell Ls to write the words they have chosen on the board.

LEARNERS’ ACTIVITIES

1. Ls get into groups and each L writes as many words/expressions from their homework vocabulary list as they can (at least 6-8) on separate slips. These words/expressions should contain vocabulary that is typical of their families’ Christmas traditions.
2. When all Ls are finished writing their slips, they compare them and divide them into groups. They put the words/expressions that are similar to each other into groups, so that they can see how their family traditions are similar.
If they find words that cannot be translated into English (eg. Szaloncukor), put them into groups with the English words and try to write a description for them (eg. Special candy wrapped in shiny wrapping paper, hung on the Christmas tree).
3. Groups get together, taking their slips with the common words/expressions and compare them again. They try to choose the 5-10 most common words, which describe a “typical” Hungarian family’s Christmas celebration.
4. As Ls choose the most common words/expressions, they go to the board and write them on it. By the end of the activity there should be at least 5-10 words/expressions on the board which “represent” Hungarian Christmas traditions.

STAGE 3 A Hungarian Christmas – Composition writing**TIME** 15 min**SKILLS AND COMPETENCIES
IN FOCUS** Bringing the culture of origin and the foreign language culture into relation with each other
Creating a short composition**ORGANISATION, WORK FORM** Pairs**AIDS AND MATERIALS** Words/expressions on the board, notebooks**TEACHER'S ACTIVITIES**

1. Tell Ls to get into pairs and write a short composition with the title 'A Typical Hungarian Christmas tradition', using 1-2 expressions which describe a certain tradition. Provide the words yourself (eg. *'little Jesus and the angels'*, *'Christmas dinner'*, *'visiting the family'*) or let the Ls choose, but make sure they will write about different traditions. Go around the classroom while they are working and help them out with their problems, questions, etc.
2. Tell Ls to put the compositions on the classroom walls with blutack. Make sure the compositions are visible and easily readable for everyone.

LEARNERS' ACTIVITIES

1. In pairs Ls write a short composition of 6-8 sentences with the title 'A Typical Hungarian Christmas tradition', using 1-2 of the words/expressions on the board. They can discuss and use a dictionary or ask the T for help if necessary.
2. When the compositions are ready, Ls put them on the classroom walls.

STAGE 4 Read and make comments! – Reading the compositions – Evaluation**TIME** 13 min**SKILLS AND COMPETENCIES
IN FOCUS** Commenting on other's ideas**ORGANISATION** Whole class**AIDS AND MATERIALS** Compositions on the wall, blutack, blank sheets if necessary

TEACHER'S ACTIVITIES

1. Put a blank sheet of paper next to each composition on the wall. Tell Ls to go around the classroom, read each other's compositions, and make short written comments on them. Tell them they can write max. 2 positive and one negative comment on each composition.
2. At the end of the activity answer Ls questions and ask their opinions about the compositions.

LEARNERS' ACTIVITIES

1. Ls go around the classroom, read each other's compositions, and make short written comments on them. They can ask questions, draw smileys, or underline the mistakes. They may also want to make notes and note down the new vocabulary for themselves.
2. At the end Ls may want to ask questions from the T and discuss the compositions.

STAGE 5 Homework

TIME 2 min

SKILLS AND COMPETENCIES
IN FOCUS Understanding and following instructions, art skills
Using Word processor

ORGANISATION Pair/individual

AIDS AND MATERIALS Compositions from the previous activity, computer, Word processor, Internet, email, printer

TEACHER'S ACTIVITIES

1. Tell Ls to type their compositions at home and illustrate their work with family photos or pictures they find on the Internet.
2. Ask Ls to send the documents to you by email before (preferably at least one day before) the next lesson. Print the compositions for the next lesson.

LEARNERS' ACTIVITIES

1. In pairs or individually, Ls type their compositions and look for Christmas family photos OR search for appropriate images from the Internet and illustrate their compositions.
You can find images to download at the following pages:
<http://www.smi.hu/ingyen/ingyen.htm>
<http://www.hatterkepek.hu/index.php?cat=14>
http://www.kpl.hu/index.php?picmore=true&pic_id=69
2. Ls send the documents to the T by mail before the next lesson.

LESSON 3: CHRISTMAS AROUND THE WORLD

Aims of the lesson:

- To learn and revise Christmas vocabulary
- To raise intercultural awareness
- To develop reading, writing, speaking and listening skills
- To search for information
- To create a mindmap using the information gained

Materials and resources: Printed compositions (homework), blutack, coloured pencils, computers, 3.2 Christmas around the world (one for each group)

STAGE 1	Checking homework
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Revising and consolidating language
ORGANISATION	Whole class
AIDS AND MATERIALS	Printed compositions (homework), blutack

TEACHER'S ACTIVITIES

1. Put up the printed compositions on the walls of the classroom. Tell Ls to walk around the classroom and read some of the compositions. Give them about 5 minutes for this.
2. When they have finished, tell them to sit down and discuss their thoughts, opinions about each other's work (eg. write 1-2 question they would ask from the author.)

LEARNERS' ACTIVITIES

1. Ls go around the classroom and read each others' compositions.
2. Ls, divided into groups, discuss the compositions and write comments or questions to the authors.

VARIATION

AIDS AND MATERIALS Computers

DESCRIPTION If you can, put the compositions on the website of the school or your own Internet site. Tell Ls to look at some of the compositions and make comments on them.

STAGE 2 **Christmas around the world – Collecting information**

TIME 20 min

**SKILLS AND COMPETENCIES
IN FOCUS** Searching for information
Selecting and sorting out relevant information
Skimming and scanning
Searching the Internet for information

ORGANISATION Pair work

AIDS AND MATERIALS Computer, Internet, 3.2 Christmas around the world (preferably on the computer, in Word)

TEACHER'S ACTIVITIES

1. Give out 3.2 Christmas around the world and give instructions how to work with it. Set the time for Ls and go around the classroom to give help when necessary.

LEARNERS' ACTIVITIES

1. Ls using the given links as source, choose 5 countries (they can choose the countries they want to) and fill in the grid (3.2 Christmas around the world) with the appropriate information about them.
<http://northpole.net/world.htm>
<http://www.soon.org.uk/country/christmas.htm>
<http://hrsbstaff.ednet.ns.ca/nbarkhou/christmaswq/resources.html>

VARIATION

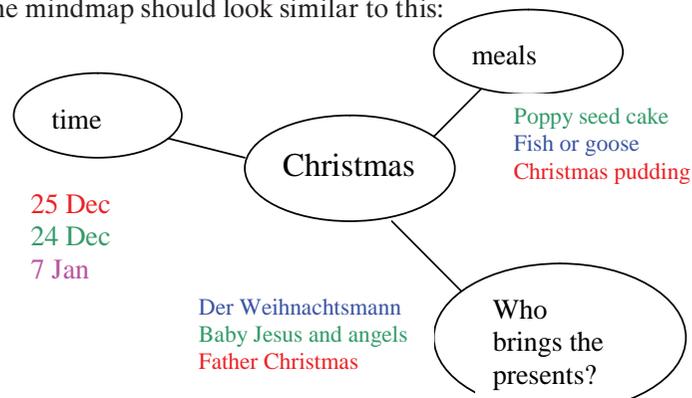
AIDS AND MATERIALS Printed material

DESCRIPTION If there are not enough computers in the classroom to search in pairs, you might want to print out some of the materials found on the websites and give them out to certain pairs. After some time spent on searching, Ls can rotate in the classroom so that each pair can get to the computer at least once.

STAGE 3	Mindmap – Comparing findings
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Arranging concepts and ideas Categorizing Creating visual interpretations of ideas Planning and managing a group task
ORGANISATION	Group work
AIDS AND MATERIALS	Homework from the previous lesson, Worksheet 2.3, coloured pencils, blutack

TEACHER'S ACTIVITIES

1. Make sure all the Ls understand the idea. Mindmapping means grouping the ideas (in this case the information gained about traditions) according to certain common features.
2. The mindmap should look similar to this:



Colour code: Germany England Hungary Russia

3. When they are ready with the mindmaps, display them on the wall so that everyone can see them.

LEARNERS' ACTIVITIES

1. Ls first list all the words that are related to each country (including Hungary!).
2. Afterwards, Ls group them according the common features (eg. Meals). It is a good idea to use a different colour for each country and write the words in those colours into the mindmap, so it is obvious which traditions are the most common in the various countries.

3. Ls put the mindmaps on the walls and look at each other's work.

LESSON 4: CHRISTMAS POEMS

Aims of the lesson:

- To learn and revise Christmas vocabulary
- To develop reading, writing, speaking and listening skills
- To write Christmas poems using the vocabulary encountered during the lesson

Materials and resources: Computers with Internet connection, PowerPoint, Word processor, email program (e.g. Outlook), 4.2 Christmas poem PowerPoint presentation

STAGE 1	Christmas hangman – To learn and revise Christmas vocabulary, to collect vocabulary for the next activity – Lead-in
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Identifying written forms of familiar vocabulary Using the Internet
ORGANISATION	Individual
AIDS AND MATERIALS	Computer with Internet connection, Ls' notebooks

TEACHER'S ACTIVITIES

1. Explain the rules of the game. Set the time (about 10 minutes). While Ls are working go around the classroom and give help if necessary.
The rules: Ls try to collect as many words as they can by guessing the letters. If they make a correct guess, the letter appears in the correct place in the spaces, if not, a candy cane is taken away. The game ends when all the candy canes are gone or the word is fully written.
Most of the solutions of the hangman game are as follows: Winter, Jesus, Sled, Donner, Toys, Wreath, Snowman, Gift, Sing, Cupid, Glitter, Lights, Wixen, Blitzen, Stocking, Dancer, December, Peace on Earth, Chimney, Present, Christmas Tree, Christmas, Santa Workshop, Elf, Sugar Plums, Comet, Candy cane
2. Check the words with the whole class. You might want to ask Ls to come up and write them on the board to make sure the spelling is correct.

LEARNERS' ACTIVITIES

1. Ls go to the website: <http://www.billybear4kids.com/holidays/christmas/Hangman/index.htm> and try to collect as many words as they can by guessing the letters. If they make a correct guess, the letter appears in the correct place in the spaces, if not, a candy cane is taken away. The game ends when all the candy canes are gone or the word is fully written. Ls write down the words they collect in their notebooks.
2. Ls take turns to write the solutions on the board.

VARIATION

AIDS AND MATERIALS See above

DESCRIPTION You might want to turn the activity into a mini-competition: when time is up the L with the most words is the winner.

STAGE 2 Acrostic poem – Writing poems

TIME 20 min

**SKILLS AND COMPETENCIES
IN FOCUS** Using Word processor
Art skills
Writing a poem

ORGANISATION Individual

AIDS AND MATERIALS Board, Ls' notebooks, Computers, PowerPoint, 4.2 Christmas poem, Word processor, email

TEACHER'S ACTIVITIES

1. Tell Ls you are going to show them a poem and they should make guesses what is special about its form. Use the 4.2 Christmas poem PowerPoint presentation to show them the poem. If you feel it necessary, read the poem out loud together with the Ls.

The poem:

Children are singing
Hear them outside
Reindeer are flying
In the dark sky
Santa is coming
To your home tonight
Merry Christmas to
All the people
Sleep well, good night!
(Author: Csibi Erzsébet)

If Ls cannot find the solution (that is, the first letters of each line give the word CHRISTMAS), tell them.

2. Write the word CHRISTMAS on the board with the letters under each other and show Ls how an acrostic poem looks like.

LEARNERS' ACTIVITIES

1. Ls make guesses about the poem's form.

TEACHER'S ACTIVITIES

3. Explain the task to Ls. They should choose a Christmas word they found while playing hangman and write a similar acrostic poem. If they have time, they can write more than one poem. Tell them the poems do not necessarily have to rhyme.

Make sure Ls save their poems on the computer because they will need them for the next class. To make sure you have all the poems ask Ls to send you their poems by email.

In case you want to show some other forms of poetry (eg. haiku, limerick, etc.) to your Ls, you can find lots of information and help at the websites below:

http://www.tooter4kids.com/forms_of_poetry.htm

<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>

<http://falcon.jmu.edu/~ramseyil/poeform.htm>

<http://en.wikipedia.org/wiki/Poetry>

LEARNERS' ACTIVITIES

3. Ls choose a word and write the poems in their notebooks, then the final version in Word processor.

VARIATION

AIDS AND MATERIALS See above

DESCRIPTION Alternatively, they can write “normal” poems by using as many Christmas words from the previous task as they can. If you want to give them examples, you can find lots of good Christmas poems at <http://www.bethanyroberts.com/ChristmasLibrary.htm> <http://www.christmas-time.com/ct-poetry.htm>

STAGE 3 Share your poem – Reading the poems to each other

TIME 10 min

SKILLS AND COMPETENCIES IN FOCUS Understanding and commenting on poems

ORGANISATION Group work

AIDS AND MATERIALS Ls' notebooks

TEACHER'S ACTIVITIES

1. Tell Ls to get into groups of 3-4 and read their poems to each other.

LEARNERS' ACTIVITIES

1. Ls get into groups, read their poems to each other, while the others try to make out the words they used for writing the poems.
2. When everyone has read at least one poem, they choose one they liked the best in the group and share it with the rest of the class. The writer of the poem stands up and reads out her poem loud.

LESSON 5: CHRISTMAS CARDS

Aims of the lesson:

- To learn and revise Christmas vocabulary
- To use Christmas poems
- To create Christmas cards
- To evaluate the module
- To do self-evaluation

Materials and resources: Computers with Internet connection, Word processor, e-mail application (e.g. Outlook), Paint (or other image editor program), 1.2 My resolutions

STAGE 1.A	Create a Christmas card – Creative work
TARGET GROUP	Ls with more creativity and better computer skills
TIME	25 min
SKILLS AND COMPETENCIES IN FOCUS	Creating an e-card Searching on the Internet Using image editors, Word processor and email
ORGANISATION	Individual
AIDS AND MATERIALS	Computers, Paint (or other image editor program), email

TEACHER'S ACTIVITIES

1. Tell Ls to create a Christmas card with the image editor program (eg. Paint). They should also include their poems written during the previous lesson by inserting them in text boxes. Go around the classroom and give help if necessary. Allow about 15 minutes for this phase to be able to do the rest of the task.

LEARNERS' ACTIVITIES

1. Ls draw a Christmas card using Paint (or other image editor program). They should also include the poem into the card by inserting them in text boxes.

TEACHER'S ACTIVITIES

2. Give instructions to send the cards by email. Provide some email addresses (of teachers, etc.) if necessary. (Of course, you might need the permission of other people to give their e-mail addresses to the Ls.)
3. Tell Ls to check their emails and read each others' cards. Ask them to copy your address into each email they are sending. This way you will be able to see each card and read all the replies and comments.

LEARNERS' ACTIVITIES

2. When Ls are ready with their cards they send their cards to their teacher, other teachers, their friends, the school's headmaster, their parents, etc. by email.
3. Ls check their email accounts and read the cards. If there is time, they might want to reply or make comments to each other.

STAGE 1. B Send a Christmas card – Writing

TARGET GROUP Less creative Ls and/or less computer skills

TIME 25 min

**SKILLS AND COMPETENCIES
IN FOCUS** Selecting a card
Writing a short message

ORGANISATION Individual

AIDS AND MATERIALS Computers with Internet, email

TEACHER'S ACTIVITIES

1. Tell Ls to go to the Internet site given and follow the instructions to write each other a Christmas card. Go around the classroom and give help when necessary. Tell them to copy your email address in each postcard they send to each other to be able to read and react to them.
2. Tell Ls to check their emails and read each others' cards.

LEARNERS' ACTIVITIES

1. Ls go to the website <http://www.northpole.com/Mailroom/> and click on Send Postcards or <http://www.northpole.com/Mailroom/Postcards/PCintro.html> and follow the instructions to write postcards with short messages to each other.
2. When they have chosen the postcards and have sent them, they can check their mailboxes and pick up their postcards. If there is time, they might want to reply or make comments to each other.

STAGE 2 What have I learnt? – Evaluation**TIME** 20 min**SKILLS AND COMPETENCIES
IN FOCUS** Giving feedback
Carrying out self-evaluation**ORGANISATION** Individual, group work, whole class**AIDS AND MATERIALS** 1.2 My resolutions, blank sheets of paper (one per group)**TEACHER'S ACTIVITIES**

1. Tell Ls to take out 1.2 My resolutions (or take them off the wall), look at their “resolutions” and fill in the second part of the worksheet. Give them enough time to consider their strengths and weaknesses (circa 10 minutes).
2. When they are ready, ask Ls to get into groups of 3-4 and share their experiences and opinions about the module. Give them about 5 minutes to write the list.
3. When they are ready, ask them to share their list with the whole class. Discuss their opinions and share your views with them as well. Give some oral feedback to the Ls about their work and their strengths and weaknesses.

LEARNERS' ACTIVITIES

1. Ls look at their “resolutions” made at the beginning of the module on 1.2 My resolutions and fill in the second part. They have to consider what they could fulfill from their promises and what progress they made. They also get the chance to see in what fields they still have to make some more effort to be able to develop their language and other skills.
2. In groups Ls discuss their views about the module and write them down in a short list on blank sheets of paper. They can include their personal feelings and experiences, how they evaluate themselves and their roles and what they have learnt in the module. They also can give opinions about the module itself.
3. Ls discuss and share their experiences about the module.